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ABSTRACT

Full-time freshmen at the University of the District of Columbia (UDC) were compared with their counterparts at public four-year colleges, predominantly black four-year colleges, and four-year colleges with low selectivity. Similarities and dissimilarities of the groups were measured for the following areas: options of high school preparation, reasons for deciding to attend college, professional goals, demographic characteristics, and views on school and educational issues as well as social-related issues. A nonparametric test, the Friedman Rank Sums, was used to analyze the information. UDC freshmen were found to be similar to freshmen enrolled at predominantly black colleges. The need for further remedial courses was found for all four groups, and all groups revealed interest in the field of business. The findings are based on administration of the Cooperative Institutional Research Program survey of freshmen students, a portion of which is appended. (Author/SW)

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UNIVERSITY OF THE DISTRICT OF COLUMBIA FRESHMEN, FALL 1978-79

Part II -- A Comparative Analysis of UDC Freshmen with Counterparts at Public Colleges

ED188542

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October 1979

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FOREWORD

This is the first series of a longitudinal study of the University of the District of Columbia (UDC) entering freshmen. The serial is comprised of two parts: I - "An Analysis of the Three Subgroups" and II - "A Comparative Analysis of UDC Freshmen with Counterparts at Public Colleges". The study is being undertaken primarily to determine the academic interests and needs of the freshmen group. Data provided will assist UDC administrators in planning more responsive academic and support programs.

Parts I and II of this study present comparative data on specific characteristics of new constituents. Main areas examined were: demographic characteristics, high school preparation, career aspirations and educational goals, and attitudes toward governmental, educational as well as social issues.

Abstract

Additional analyses of the Cooperative Institutional Research Program (CIRP) survey, administered in the fall of 1978, were undertaken to compare the University of the District of Columbia (UDC) full-time freshmen with their counterparts at public four-year colleges, predominantly Black four-year colleges, and four-year colleges with low selectivity. The purpose was to determine similarity or dissimilarity of opinions in the areas of: high school preparation, reasons for deciding to attend college, professionally goals, demographic characteristics, school and educational issues, and social-related issues. The utilization of a non-parametric test, the Friedman Rank Sums, revealed that:

1. The demographic characteristics of full-time freshmen at UDC are similar to those of the enrollees at predominantly Black colleges, specifically in the areas of: fathers' educational attainment levels and major concern for financing their college education.

2. The need for further remedial courses was indicated by all four groups of freshmen. There was, however, a great dissimilarity in the assessment of their secondary school preparation in the basic skills.

3. All groups studied revealed interest in professional fields of business as career goals.

4. The majority of freshmen from the four types of institutions indicated factors linked with the acquisition of knowledge and skills as well as the prospects of better employment as important reasons for deciding to attend college.

5. Dissimilarity in opinions on educational issues was indicated by the survey participants' responses to: busing to achieve racial balance; regulating student publications; granting preferential treatment to students from disadvantaged social backgrounds; and adopting open admissions at public colleges.

6. There was similarity of opinions on controversial, social issues among the four groups.

Introduction

The CIRP survey was administered to a sample of 402 full-time freshmen students at the University of the District of Columbia in the fall of 1978. The survey results provided data on various aspects of this population: high school experiences and activities, finances, aspirations, attitudes and values, and demographic characteristics.

In an attempt to further recapitulate the survey findings, additional analyses were undertaken to compare UDC full-time freshmen with their counterparts at public, comprehensive colleges.[1] Types of institutions[2] selected and number of participants are as follows:

	Full-Time Freshmen Participants
Public 4-year colleges	29,726
Public, predominantly Black colleges	4,754
public, 4-year colleges (low selectivity)[3]	14,725

The analyses were conducted to determine whether the groups of freshmen studied varied in their opinions concerning such areas as: high school preparation, career aspirations, social-related issues, school-related issues, and career goals and aspirations.

It is hypothesized that in view of the demographic composition of full-time freshmen at UDC their high school preparation, career goals and aspirations, opinions related to educational concerns, social issues, and professional goals are not different from those reported by full-time freshmen enrolled elsewhere. Specific hypotheses and statistical tests are presented at the bottom of each table.

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[1]Alexander Astin, et al. The American Freshmen; National Norms for Fall 1978 , Cooperative Institutional Research Program, American Council on Education, University of California at Los Angeles, Table 3, p.9.

[2]Refer to Appendix B for criteria used to classify the institutions.

[3]Public supported colleges that admit students with combined SAT scores of less than 935.

The responses of UDC full-time freshmen along with those reported for the three other groups of institutions, as published by Astin, were dichotomized in such categories as: demographic characteristics, high school preparation, professional goals, and career goals and aspirations.[1] These included an aggregate of responses from students who stated that either the characteristics in question applied to them or they strongly agreed with individual items. The percentages of responses, exhibited in six tables, were obtained for each of the four groups of institutions.

A non-parametric test, the Friedman Rank Sums, was used to analyze the information collected. This procedure required horizontal ranking of the responses to individual items from lowest to highest for each group studied. The ranks for each column were then added and the statistic computed with the the use of the formula:

$$X^2 = \frac{12}{NK(K + 1)} \quad T^2j - 3N(k + 1)$$

The chi-square statistics with k - 1 degrees of freedom was used to test for the differences among the four groups examined.[2]

Analysis of Data

In an attempt to summarize the demographic characteristics of full-time freshmen, data on the four groups are compared in Table 1. A perusal of the rankings assigned to the various items indicates the similarity of UDC freshmen with the enrollees at predominantly Black colleges.

In fact, this likeness prevailed among all proxy variables except in the proportion of veterans. In the area of students being listed as tax exemptions by parents, the low percentages for UDC (52.4%) and predominantly Black

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[1] Items included in these areas are listed in Appendix B.

[2] Myles Hollander and Douglas A. Wolfe, Nonparametric Statistical Methods, John Wiley and Sons, 1973, pp. 138-141.

colleges (63.4%) are indicative that many students are employed and independent. Another similarity observed among the groups is in terms of fathers' education. Survey results revealed 77.3% of UDC freshmen and 76.5% of respondents at predominantly Black colleges reported that their fathers' educational attainment was at the secondary level or less. The greater proportion of freshmen (almost 1 out of 3) at UDC and Black colleges indicated a major concern for financing their education as compared to the respondents (about 1 out of 6) at the other institutions. As a whole,the proportional differences noted were not significantly different at the 99% level among the groups studied.

Enrollees were also requested to assess their high school preparation and types of remedial work pursued or needed. Detailed figures in Table 2 support the equivalence of opinions between enrollees at UDC and the predominantly Black colleges contrasted to those of students at public 4-year colleges and schools with low selectivity.

Data assembled suggest that few groups of respondents felt that they were well prepared in secondary schools, and a reduced number indicated they had remedial work in mathematics and reading. Nonetheless, when queried about remedial work, nearly the same proportion of students expressed a need for it. This observation implies the high value attached by entering freshmen and the school system to the tool subjects. A statistical test applied to the four groups resulted in a value of S = 16.3. Survey data provide a strong evidence to reject the hypothesis of no difference in high school preparation and need for more pre-college courses among the respondents at the 99% level of significance.

Choices of probable areas of specialization are generally affected by projected labor market demands, role models and vocational interest. Although these factors were not raised in the survey, the respondents from the four

strata practically selected the same fields of specialization. Careers in business and professional fields (i.e., ubran planning, health sciences, etc.) appealed to all groups studied. In fact, the proportional differences reported in Table 3 were not statistically significant at the 90% level.

Probing into what motivates students to pursue higher studies yielded the information exhibited as Table 4. Facts indicate that the majority of freshmen from the institutions examined considered factors linked with the acquisition of knowledge and skills as well as the prospects of better employment and compensation to be very important reasons for deciding to attend college. Utilizing the nine items in Table 4 for testing the hypothesis of no difference in motivations among the sets of respondents indicate that the hypothesis cannot be rejected. The homogeneity of reactions can be interpreted in terms of social values attached to educational and occupational mobility.

Respondents' opinions on educational issues are displayed in Table 5. UDC freshmen when compared with students of predominantly Black colleges basically tended to view these topics along identical lines. However, there were differences of opinions among the two groups concerning college officials' right to ban speakers and the use of the same degree standards for all enrollees. A test of the hypothesis of no difference in opinions among the groups studied resulted in a value of S = 7.7 which provided the evidence to reject the hypothesis at the 95% level. The four issues they failed to agree on are contemporary ones: busing to achieve racial balance; regulating student publications; granting preferential treatment to students from disadvantaged social background; and adopting open admissions at public colleges.

Reactions to a cluster of controversial,social issues seemed relatively homogeneous as confirmed by the statistical test which suggests that the hypothesis of no difference among the participating institutions cannot be rejected

at the 90% level. For instance, most of the respondents from each type of institution examined felt "somewhat or strongly agreed" that:

- Women should receive the same salary and opportunities for advancement as men in comparable positions;
- The wealthy should pay more taxes, and
- Abortion should be legalized.

On the other hand, the topic that appeared most unpopular with the entering freshmen concerned disobeying laws which violate personal values.

Conclusions and Recommendations

Data collected in the 1978 CIRP survey provided ample statistical evidence subdividing further the four sets of institutions examined into two distinct groups:

Group A consists of UDC freshmen and enrollees at predominantly Black colleges which are relatively equivalent.

Group B is composed of enrollees at public 4-year colleges whose opinions and interests were practically identical with those at public 4-year colleges with low selectivity.

An application of the Friedman rank sums test on the hypothesis postulated support the observations that relative dissimilarities among the four clusters of institutions as measured in terms of proportions are not statistically signifcant at the 95% level. Areas of relative similarity noted are in their:

- Deomgraphic profiles,
- Major fields of specialization,
- Reasons for deciding to attend college,
- School and educational concerns, and
- Social-related issues.

The only area where the four strata of institutions were significantly dissimilar

was in the assessment of their secondary school preparation on the basic skills subjects.

These findings imply that although the characteristics and opinions of UDC freshmen are more akin to those of students at predominantly Black colleges, there is a need to:

- Scrutinize further the special interests and needs of students at traditionally Black colleges and identify the specific program offerings and student services that have been successfully implemented to respond to this particular group of students.

- Measure systematically the level of freshmen competency in the basic skills to ascertain the types and amount of remedial courses that should be provided.

- Undertake analytical studies on the persistent manpower needs of the Washington Metropolitan Area labor market as well as the factors affecting the changing interests of urban students in order to improve UDC's responsiveness to its clientele.

TABLE 1

Demographic Characteristics: Comparison of UDC Full-Time Freshmen with Counterparts at Public Colleges, Fall 1978-79

Demographic Characteristics	UDC		Public 4-Year Colleges		4-Year Colleges Predominantly Black		Public 4-Year Colleges Low Selectivity	
	%	Rank	%	Rank	%	Rank	%	Rank
1. Age below 20 years	66.2	1	97.0	4	90.1	2	96.2	3
2. Blacks	91.4	3	13.0	1	97.2	4	18.2	2
3. Not presently married	90.0	1	99.2	4	98.0	2	98.8	3
4. Parental income[1]	89.4	3	68.8	1	91.4	4	70.1	2
5. Listed as exemption on tax form by parents	52.4	1	82.2	4	63.4	2	80.7	3
6. Claimed veteran status	5.7	4	2.0	2.5	2.0	2.5	1.4	1
7. Fathers education below college	77.3	4	50.8	1	76.5	3	52.7	2
8. Mothers education below college	78.2	4	64.7	2	73.7	3	63.8	1
9. Major concern for college finances	31.5	4	15.6	1	30.4	3	17.6	2
TOTAL RANKS		R_1=25		R_2=20.5		R_3=25.5		R_4=19

Hypothesis: That the demographic characteristics of UDC full-time freshmen are not different from the freshmen at other institutions.
S=2.12 not rejected at the 99% level.

[1] Income of $24,999 or less.

OIR. 79

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TABLE 2

High School Preparation: Comparison of UDC Full-Time Freshmen with Counterparts at Public Colleges, Fall 1978-79

The High School Preparation	UDC		Public 4-Year Colleges		4-Year Colleges Predominantly Black		Public 4-Year Colleges Low Selectivity	
	%	Rank	%	Rank	%	Rank	%	Rank
1. Math Skills	30.0	3	31.7	4	25.5	1	28.6	2
2. Reading Comprehension	36.9	4	35.3	1	36.1	3	35.6	2
3. Study Habits	26.2	4	18.8	1	26.1	3	19.3	2
1. English	21.4	3	9.8	1	23.7	4	11.0	2
2. Reading	22.9	3	10.7	1	26.0	4	12.0	2
3. Mathematics	14.9	3	10.4	1	18.7	4	11.0	2
1. English	25.6	3	14.6	1	27.6	4	15.6	2
2. Reading	15.2	3	8.9	1	17.9	4	9.8	2
3. Mathematics	37.3	3	27.0	1	49.5	4	29.7	2
TOTAL RANKS		R_1=29		R_2=12		R_3=31		R_4=18

Hypothesis: That the high school preparation of UDC freshmen are not different from the freshmen at other colleges. S=16.33 rejected at the 99% level.

A. Students responded that they were prepared very well in high school in math, reading and study habits.
B. Students responded that they had remedial work in English, reading and mathematics.
C. Students responded that they will need remedial work in English, reading and mathematics.

TABLE 3

Professional Goals: Comparison of UDC Full-Time Freshmen with Counterparts at Public Colleges, Fall 1978-79

Professional Goals	UDC		Public 4-Year Colleges		4-Year Colleges Predominantly Black		Public 4-Year Colleges Low Selectivity	
	%	Rank	%	Rank	%	Rank	%	Rank
1. Art & Humanities	8.1	2	11.3	4	7.1	1	10.1	3
2. Biological Science	1.5	1	3.9	3	2.4	2	4.3	4
3. Business	22.2	2	21.1	1	27.8	4	22.8	3
4. Education	6.1	1	13.6	3	11.7	2	14.7	4
5. Engineering	8.5	3	10.5	4	6.9	1	7.0	2
6. Physical Science	1.6	1	3.9	4	1.7	2	3.3	3
7. Professional	20.7	4	12.6	3	12.4	2	12.0	1
8. Social Science	5.1	4	9.0	2.5	13.5	3	9.0	2.5
9. Technical	10.9	3	12.0	4	5.7	2	1.9	1
10. Other Fields	14.7	3.5	14.0	2	10.3	1	14.7	3.5
TOTAL RANKS		R_1= 24.5		R_2=30.5		R_3=20		R_4=27

Hypothesis: That the professional goals of UDC freshmen are not different from those of freshmen at other institutions.
S=3.83 not rejected at the 90% level.

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TABLE 4

Reasons for Attending College: Comparison of UDC Full-Time Freshmen with Counterparts at Public Colleges, Fall 1978-79

Reasons	UDC		Public 4-Year Colleges		4-Year Colleges Predominantly Black		Public 4-Year Colleges Low Selectivity	
	%	Rank	%	Rank	%	Rank	%	Rank
1. Better Job	82.2	3	75.2	1	86.2	4	76.0	2
2. General Education	81.7	3	69.7	1	82.2	4	70.1	2
3. Improve Reading Skills	67.5	4	40.4	1	66.9	3	43.4	2
4. Make More Money	71.8	3	60.3	1	76.5	4	62.9	2
5. Learn More about Things	78.0	3	74.2	1	80.2	4	74.5	2
6. Meet New & Interesting People	32.0	1	55.7	3	54.1	2	56.6	4
7. Good Academic Reputation	21.8	1	47.7	4	41.8	2	42.1	3
8. Financial Assistance	20.5	3	14.3	2	26.4	4	14.1	1
9. Special Programs	28.0	3	27.4	2	28.8	4	24.8	1
TOTAL RANKS		R_1=24		R_2=16		R_3=31		R_4=19

Hypothesis: That the career goals and aspirations of UDC freshmen are not different from the freshmen at other institutions. S=6.13 not rejected at the 90% level.

TABLE 5

School and Educational Issues: Opinions of UDC Full-Time Freshmen Compared with Those of Counterparts at Public Colleges, Fall 1978-79

School & Educ. Issues	UDC		Public 4-Year Colleges		4-Year Colleges Predominantly Black		Public 4- Year Colleges Low Selectivity	
	%	Rank	%	Rank	%	Rank	%	Rank
1. Grading in high school Too Easy	52.4	2	64.8	4	43.3	1	63.2	3
2. Busing OK to Achieve Balance	71.0	3	40.8	1	72.7	4	44.1	2
3. College Regulate Students Off Campus	19.7	3	14.3	1	28.5	4	15.4	2
4. Students Help Evaluate Faculty	69.4	2	72.5	4	65.8	1	71.2	3
5. Abolish College Grades	18.7	3	15.8	1	23.4	4	16.6	2
6. De-emphasize Organized Sports	33.6	3	25.7	1	33.7	4	26.9	2
7. Regulate Student Publications	52.7	3	35.5	1	55.3	4	38.9	2
8. College Has Right to Ban Speaker	25.9	2	25.1	1	31.8	4	26.8	3
9. Pref. Treatment for Disadvantaged	62.1	3	35.8	1	62.2	4	39.8	2
10. Adopt Open Admission of Public Colleges	57.3	4	30.0	1	48.7	3	33.2	2
11. Use Same Degree Standard for All	79.4	4	77.4	3	74.2	1	76.7	2
TOTAL RANKS		R_1=32		R_2=19		R_3=34		R_4=25

Hypothesis: That the opinions of UDC freshmen on school-related issues are not different from those of other freshmen at other institutions. S=7.69 rejected at the 95% level.

TABLE 6

Social-Related Issues: Opinions of UDC Full-Time Freshmen
Compared with Those of Counterparts at Public Colleges, Fall 1978-79

Social-Related Issues	UDC		Public 4-Year Colleges		4-Year Colleges Predominantly Black		Public 4-Year Colleges Low Selectivity	
	%	Rank	%	Rank	%	Rank	%	Rank
1. Too Many Rights Criminals	49.4	1	65.8	4	49,7	2	64.7	3
2. Not Obey Against Own Views	38.0	3	30.8	1	39.3	4	32.2	2
3. Should Abolish Death Penalty	47.3	3	32.3	2	55.1	4	31.9	1
4. Abortion Should Be Legalized	65.5	4	55.9	1	58.6	3	57.8	2
5. Sex OK If People Like Each Other	58.5	4	47.5	1	54.4	3	48.3	2
6. Women Should Get Job Equality	88.4	1	93.3	4	90.2	2	92.7	3
7. Wealthy Should Pay More Taxes	74.9	3	74.7	2	75.1	4	73.8	1
8. Marijuana Should Be Legalized	49.2	4	46.7	2.5	46.7	2.5	46.4	-
9. Prohibit Homosexual Relations	48.4	2	48.3	1	51.1	3	51.3	4
TOTAL RANKS		R_1= 25		R_2= 18.5		R = 27.5		R_4= 19

Hypothesis: That opinions of UDC freshmen on social-related issues are not different from the freshmen at other institutions. S=4.01 not rejected at the 95% level.

APPENDICES

36. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, Fine and Applied
- English Language and Literature
- History
- Journalism
- Language and Literature (except English)
- Music
- Philosophy
- Speech
- Theater or Drama
- Theology or Religion
- Other Arts and Humanities

BIOLOGICAL SCIENCE
- Biology (general)
- Biochemistry or Biophysics
- Botany
- Marine (Life) Science
- Microbiology or Bacteriology
- Zoology
- Other Biological Science

BUSINESS
- Accounting
- Business Admin. (general)
- Finance
- Marketing
- Management
- Secretarial Studies
- Other Business

EDUCATION
- Business Education
- Elementary Education
- Music or Art Education
- Physical Education or Recreation
- Secondary Education
- Special Education
- Other Education

ENGINEERING
- Aeronautical or Astronautical Eng.
- Civil Engineering
- Chemical Engineering
- Electrical or Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Other Engineering

PHYSICAL SCIENCE
- Astronomy
- Atmospheric Science (incl. Meteorology)
- Chemistry
- Earth Sciences
- Marine Science (incl. Oceanography)
- Mathematics
- Physics
- Statistics
- Other Physical Science

PROFESSIONAL
- Architecture or Urban Planning
- Home Economics
- Health Technology (medical, dental, laboratory)
- Library or Archival Science
- Nursing
- Pharmacy
- Predental, Premedicine, Preveterinary
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE
- Anthropology
- Economics
- Geography
- Political Science (govt., international relations)
- Psychology
- Social Work
- Sociology
- Other Social Science

TECHNICAL
- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical

OTHER FIELDS
- Agriculture
- Communications (radio, T.V., etc.)
- Computer Science
- Forestry
- Law Enforcement
- Military Science
- Other Field
- Undecided

37. Indicate the importance to you personally of each of the following: (Mark one for each item)

(N) Not Important — (S) Somewhat Important — (V) Very Important — (E) Essential

	E	V	S	N
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N

38. What is your best guess as to the chances that you will: (Mark one for each item)

(N) No Chance — (L) Very Little Chance — (S) Some Chance — (V) Very Good Chance

	V	S	L	N
Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Fail one or more courses?	V	S	L	N
Graduate with honors?	V	S	L	N
Be elected to a student office?	V	S	L	N
Get a job to help pay for college expenses?	V	S	L	N
Join a social fraternity, sorority, or club?	V	S	L	N
Live in a coeducational dorm?	V	S	L	N
Be elected to an academic honor society?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Need extra time to complete your degree requirements?	V	S	L	N
Get tutoring help in specific courses?	V	S	L	N
Have to work at an outside job during college?	V	S	L	N
Seek vocational counseling?	V	S	L	N
Seek individual counseling on personal problems?	V	S	L	N
Get a bachelor's degree (B.A., B.S., etc.)?	V	S	L	N
Participate in student protests or demonstrations?	V	S	L	N
Drop out of this college temporarily (exclude transferring)?	V	S	L	N
Drop out permanently (exclude transferring)?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Find a job after college in the field for which you were trained?	V	S	L	N
Get married while in college? (exclude if married)	V	S	L	N
Get married within a year after college? (exclude if married)	V	S	L	N

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to approach some studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institutions to obtain the students' permission so that follow-up data can be linked with the data from this survey. If your college does not plan to keep a copy of the data and agree to sign an agreement to use it solely for research purposes, do we have your permission to release your CIRP information to such a group?

			Yes	No
39.	(A) (B) (C) (D) (E)	The questions listed are proposed for your particular research by your College, after use by the Laboratory for Research on Higher Education. Enter codes for these items in the blanks provided on the questionnaire booklet you use.	44.	(A) (B) (C) (D) (E)
40.	(A) (B) (C) (D) (E)		45.	(A) (B) (C) (D) (E)
41.	(A) (B) (C) (D) (E)		46.	(A) (B) (C) (D) (E)
42.	(A) (B) (C) (D) (E)		47.	(A) (B) (C) (D) (E)
43.	(A) (B) (C) (D) (E)	THANK YOU!	48.	(A) (B) (C) (D) (E)

Prepared by the Laboratory for Research on Higher Education, University of California, Los Angeles, California 90024. Produced by Higher Education, 4300 West 17th Street, Washington, Minnesota 56468.

Appendix A

32. Mark only three responses, one in each column.

	(M) Your mother's education.	(F) Your father's occupation.	(Y) Your probable career occupation.
NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.			
Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesman or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpreter (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare or recreation worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	M

33. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very important (V)	Somewhat important (S)	Not important (N)
My parents wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
I was offered financial assistance	V	S	N
I was not accepted anywhere else	V	S	N
Someone who had been here before advised me to go	V	S	N
The college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live at home	V	S	N
A friend suggested attending	V	S	N
A college representative recruited me	V	S	N

BE SURE TO ANSWER QUESTION 34.

34a. Current religious preference: (Mark one in each column)

	Yours (Y)	Father's (F)	Mother's (M)
Baptist	Y	F	M
Congregational (U.C.C.)	Y	F	M
Eastern Orthodox	Y	F	M
Episcopal	Y	F	M
Jewish	Y	F	M
Latter Day Saints (Mormon)	Y	F	M
Lutheran	Y	F	M
Methodist	Y	F	M
Muslim	Y	F	M
Presbyterian	Y	F	M
Quaker (Society of Friends)	Y	F	M
Roman Catholic	Y	F	M
Seventh Day Adventist	Y	F	M
Unitarian-Universalist	Y	F	M
Other Protestant	Y	F	M
Other Religion	Y	F	M
None	Y	F	M

34b. Do you consider yourself a reborn Christian? Yes ○ No ○

35. Mark one in each row: (1) Disagree Strongly (2) Disagree Somewhat (3) Agree Somewhat (4) Agree Strongly

	4	3	2	1
The Federal government is not doing enough to control environmental pollution	4	3	2	1
The Federal government is not doing enough to protect the consumer from faulty goods and services	4	3	2	1
The Federal government should do more to discourage energy consumption	4	3	2	1
There is too much concern in the courts for the rights of criminals	4	3	2	1
Urban problems cannot be solved without huge investments of Federal monies	4	3	2	1
People should not obey laws which violate their personal values	4	3	2	1
The death penalty should be abolished	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them	4	3	2	1
Abortion should be legalized	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
A couple should live together for some time before deciding to get married	4	3	2	1
Parents should be discouraged from having large families	4	3	2	1
Divorce laws should be liberalized	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
Women should receive the same salary and opportunities for advancement as men in comparable positions	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Marijuana should be legalized	4	3	2	1
Busing is O.K. if it helps to achieve racial balance in the schools	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
College officials have the right to regulate student behavior off campus	4	3	2	1
Faculty promotions should be based in part on student evaluations	4	3	2	1
College grades should be abolished	4	3	2	1
Colleges would be improved if organized sports were de-emphasized	4	3	2	1
Student publications should be cleared by college officials	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	4	3	2	1
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	4	3	2	1
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	4	3	2	1

Appendix A

17. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

	None	$1 - $499	$500 - $999	$1,000 - $1,999	$2,000 - $2,999	Over $3,000
Parents or family aid, or gifts	○	○	○	○	○	○
Grants or Scholarships:						
Basic Educational Opportunity Grant	○	○	○	○	○	○
Supplemental Educational Opportunity Grant	○	○	○	○	○	○
State scholarship or grant	○	○	○	○	○	○
College grant (other than above)	○	○	○	○	○	○
Other private grant	○	○	○	○	○	○
Loans:						
Fed. guaranteed student loan	○	○	○	○	○	○
Nat'l direct student loan	○	○	○	○	○	○
Other college loan	○	○	○	○	○	○
Other loan	○	○	○	○	○	○
Work and Savings:						
College Work-Study grant	○	○	○	○	○	○
Other part-time work while attending	○	○	○	○	○	○
Full-time work while attending	○	○	○	○	○	○
Savings from summer work	○	○	○	○	○	○
Other savings	○	○	○	○	○	○
Spouse	○	○	○	○	○	○
Your G.I. benefits	○	○	○	○	○	○
Your parent's G.I. benefits	○	○	○	○	○	○
Social secur. dependent's benefits	○	○	○	○	○	○
Other	○	○	○	○	○	○

18. Please answer the following questions regarding **BEOG** (Basic Educational Opportunity Grant) and **GSL** (Guaranteed Student Loan) financial aid programs. Mark all that apply in each column)

	BEOG Grants	GSL Loans
I have heard of this program	○	○
I applied for aid from this program	○	○
I qualified for aid in this program (whether or not I applied)	○	○

19. Were you last year, or will you be this year:

	Yes	No
Living with your parents (for more than two consecutive weeks)	○	○
Listed as an exemption on your parents' Federal Income Tax Return	○	○
Receiving assistance worth $600 or more from your parents	○	○

20. Are you: (Mark one)

- Not presently married ○
- Married, living with spouse ○
- Married, not living with spouse ○

21. Are you: (Mark all that apply)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Asian-American/Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican-American ○
- Other ○

22. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you engaged in an activity one or more times, but not frequently, mark (O) (occasionally). Mark (N) (not at all if you have not performed the activity during the past year.

(Mark one for each item)

	Frequently	Occasionally	Not at all
Played a musical instrument	F	O	N
Attended a religious service	F	O	N
Smoked cigarettes	F	O	N
Took vitamins	F	O	N
Participated in organized demonstrations	F	O	N
Took a tranquilizing pill	F	O	N
Wore glasses or contact lenses	F	O	N
Attended a public recital or concert	F	O	N
Took sleeping pills	F	O	N
Jogged	F	O	N
Stayed up all night	F	O	N
Drank beer	F	O	N
Worked in a local, state, or national political campaign	F	O	N

23. Where did you rank academically in your high school graduating class? Mark one)

- Top Quarter ○
- 2nd Quarter ○
- 3rd Quarter ○
- Lowest Quarter ○

24a. Do you consider yourself physically handicapped?

- No ○ (Go to Question Number 25)
- Yes ○

24b. If yes, what type of handicap do you have? Mark all that apply

- Hearing ○
- Speech ○
- Vision ○
- Orthopedic ○
- Learning disability ○
- Other ○

24c. Does your handicap require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes ○ No ○

25. What is the highest academic degree that you intend to obtain?

(Mark one in each column)

	Highest Planned	Highest Planned at this college
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.Div. (Divinity)	○	○
Other	○	○

26a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more ○

26b. How many of these dependents other than yourself are currently attending college?

None ○ 1 ○ 2 ○ 3 or more ○

27. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very important	Somewhat important	Not very important
My parents wanted me to go	V	I	N
I could not find a job	V	I	N
I wanted to get away from home	V	I	N
To be able to get a better job	V	I	N
To gain a general education and appreciation of ideas	V	I	N
To improve my reading and study skills	V	I	N
There was nothing better to do	V	I	N
To make me a more cultured person	V	I	N
To be able to make more money	V	I	N
To learn more about things that interest me	V	I	N
To meet new and interesting people	V	I	N
To prepare myself for graduate or professional school	V	I	N

28. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ○
- Some concern (but I will probably have enough funds) ○
- Major concern (not sure I will have enough funds to complete college) ○

29. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

30. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than $3,000	○	$15,000–19,999	○
$3,000–3,999	○	$20,000–24,999	○
$4,000–5,999	○	$25,000–29,999	○
$6,000–7,999	○	$30,000–34,999	○
$8,000–9,999	○	$35,000–39,999	○
$10,000–12,499	○	$40,000–49,999	○
$12,500–14,999	○	$50,000 or more	○

31. What is the highest level of formal education obtained by your parents?

(Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Postsecondary school other than college	○	○
Some college	○	○
College degree	○	○
Some graduate school	○	○
Graduate degree	○	○

Appendix A

330873

PLEASE PRINT: YOUR NAME _____ (First, Middle or Maiden, Last)

When were you born? Month (01-12) Day (01-31) Year

HOME STREET ADDRESS _____

City _____ State _____ ZIP CODE _____ ( ) Area Code Home Phone No.

1978 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball point or fountain pen be properly read? Yes ○ No ●

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

Alexander W. Astin

Alexander W. Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA

MARK IN THIS AREA ONLY AS DIRECTED — ZIP CODE

1. Your sex: Male ○ Female ○

2. Are you a veteran? Mark one: No ○ Yes ○

3. How old will you be on December 31 of this year? (Mark one)

16 or younger	○	21	○
17	○	22	○
18	○	23-25	○
19	○	26-29	○
20	○	30 or older	○

4. In what year did you graduate from high school? Mark one

1978	○	Did not graduate but passed G.E.D. test	○
1977	○	Never completed high school	○
1976	○		
1975 or earlier	○		

Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or X's. Thank you.

5. Was your high school program: (Mark one)

College preparatory? ○
Other? (For ex., vocational) ○

6. What was your average grade in high school? (Mark one)

A or A+	○	B-	○
A-	○	C+	○
B+	○	C	○
B	○	D	○

7. How well do you feel that your high school prepared you in the following areas: (Mark one in each row)

	Very Well	Fairly Well	Poorly
Mathematical skills	○	○	○
Reading and composition	○	○	○
Foreign languages	○	○	○
Science	○	○	○
History, social sciences	○	○	○
Vocational skills	○	○	○
Musical and artistic skills	○	○	○
Study habits	○	○	○

8. Are you enrolled (or enrolling) as a: (Mark one)

Full-time student? ○
Part-time student? ○

9. Prior to this term, have you ever taken courses for credit at this institution?

Yes ○ No ○

10. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)

	For Credit	Not for Credit
No	○	○
Yes, at a junior or cmty. college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

11. Have you had, or do you feel that you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

	Have Had	Will Need		Have Had	Will Need
English	○	○	Social studies	○	○
Reading	○	○	Science	○	○
Mathematics	○	○	Foreign language	○	○

12. How many miles is this college from your permanent home? (Mark one)

5 or less	○	51-100	○
6-10	○	101-500	○
11-50	○	More than 500	○

13. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live? (Mark one in each column)

	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apt. or rm.	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

14. Is this college your: (Mark one)

First choice? ○
Second choice? ○
Third choice? ○
Less than third choice? ○

15. To how many colleges other than this one did you apply for admission this year?

No other	○	1. ○	3. ○	5. ○
	○	2. ○	4. ○	6 or more ○

Note: If you applied to no other institution, skip to item 17 on the next page.

16. How many other acceptances did you receive this year? Mark one

None	○	1 ○	3. ○	5. ○
		2. ○	4. ○	6 or more ○

Appendix A

UNIVERSITY OF THE DISTRICT OF COLUMBIA

ADDITIONAL QUESTIONS FOR UDC ENTERING FRESHMEN, FALL 1978, SUPPLEMENT TO CIRP SURVEY

Q. 39. To which campus do you go to immediately from: (answer as many as applicable)

	A) VNC	B)MVC	C)G/HC	D) WNA (Wash.Natl.Airport)
Work?	0	0	0	0
Home?	0	0	0	0

Q. 40. How may miles is this campus from work or home?

A) 5 or less 0

B) 6 - 10 0

C) 11 - 25 0

D) 25 - 50 0

E) 50 or more 0

Q. 41. By what mode of transportation do you arrive at this campus?

A) bicycle 0

B) motorcycle 0

C) private car 0

D) metro 0

E) walk 0

Q. 42. How long does it take you to arrive at this campus from home or work?

A) 15 minutes or less 0

B) 15 - 30 minutes 0

C) 30 - 45 minutes 0

D) 45 minutes - hour 0

E) 1 hour or more 0

MEC
OIR 7/19/78

UDC
SUPPLEMENT TO CIRP SURVEY, FALL 1978 (Cont'd)

Q. 43. Of the other members of your household, how many do you think would also attend this college?

	A) 1	B) 2	C) 3	D) 4 or more	E) none
spouse	O	O	O	O	O
children	O	O	O	O	O
parents	O	O	O	O	O
sister(s)/brother(s)	O	O	O	O	O
other	O	O	O	O	O

Q. 44. How many would be ready to attend this college within the next

	A) 1	B) 2	C) 3	D) 4 or more	E) none
year	O	O	O	O	O
2 years	O	O	O	O	O
3 years	O	O	O	O	O
4 years	O	O	O	O	O

Q. 45. Are there any handicapped members of your family who would be interested in attending this college?

A) yes O

B) no O

Q. 46. If you must stop-out after the completion of this semester, when would you most likely return to this college?

A) in Spring 79 O
B) in Summer 79 O
C) in Fall 80
D) in Spring 80 O
E) unknown O

MEC
OIR 7/19/78

UDC
SUPPLEMENT TO CIRP SURVEY, FALL 1978 (Cont'd)

Q. 47. How long do you think it will take you to complete your academic work at this college for:

	A) less than 2 years	B) 2-3 years	C) 3-4 years	D) 4-5 years	E) 6 years or more
Associates	0	0	0	0	0
Bachelors	0	0	0	0	0
Masters	0	0	0	0	0
No degree	0	0	0	0	0

Q. 48. From which source did you first learn of UDC?

A) high school counselor 0

B) public media (TV, radio, newspapers) 0

C) family member 0

D) friend 0

E) UDC employee or student 0

MEC
OIR 7/19/78

APPENDIX B

Public Four-Year Colleges - Colleges supported by public funds and which offer less than two advanced degree (M.D. or Ph.D.) programs.

Public Four-Year Colleges with Low Selectivity - Public supported colleges admitting students with combined SAT scores of less than 935.

Predominantly Black Public Colleges - Historically Black colleges supported by public funds with a Black student population of 50% or more.

APPENDIX C

1. Demographic characteristics include a compilation of responses to the following items on the CIRP Survey:

   - How old will you be on December 31 of this year?
   - Are you: White, Black American Indian, Asian - American/Oriental, Mexican-American/ Chicano or Puerto Rican?
   - Are you: not presently married, married and living with spouse, or married and not living with spouse?
   - Your best estimate of your parents' total income last year.
   - Selection of income ranged from less than 3,000 to 50,000 or more. (The income of 24,999 and below was used to compute the percentages for all three institutions.)
   - Were you last year or will you be listed this year as an exemption on your parents'Federal Income Tax Return?
   - Are you a veteran?
   - What is the highest level of formal education obtained by your parents? Choices ranged from grammar school or less to a graduate degree.
   - Percentages were computed from grammar school or less to post secondary school other than college.
   - Do you have any concern about your ability to finance your college education? (Choices included no concern, some concern and major' concern. (Calculations were based on responses to major concern.)

2. School and educational issues include a compilation of the responses (strongly agree) to the following items on the CIRP questionnaire:

   - Grading in high school has become too easy
   - Busing is O.K. if it helps to achieve racial balance in the schools
   - College officials have the right to regulate student behavior off campus
   - Faculty promotions should be based in part on student evaluations
   - College grades should be abolished
   - Colleges would be improved if organized sports were de-emphasized
   - Student publications should be cleared by colleges officials
   - College officials should have the right to ban persons with extreme views from speaking on campus
   - Students from disadvantaged social backgrounds should be given preferential treatment in college admissions
   - Open admissions should be adopted by all publicly supported colleges
   - Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students

APPENDIX C

3. Social-related issues include a compilation of the responses (strongly agree) to the following items on the CIRP questionnaire:

   - There is too much concern in the courts for the rights of criminals
   - People should not obey laws which violate their personal values
   - The death penalty should be abolished
   - Abortion should be legalized
   - If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time
   - Women should receive the same salary and opportunities for advancement as men in comparable positions
   - Wealthy people should pay a larger share of taxes than they do now
   - Marijuana should be legalized
   - It is important to have laws prohibiting homosexual relationships

4. Views on career goals and aspirations include a compilation of the following reasons as important in selecting UDC:

   - To be able to get a better job
   - To gain a general education and appreciation of ideas
   - To improve reading and study skills
   - To be able to make more money
   - To learn more about things that are of interest
   - To meet new and interesting people
   - This University has a very good academic reputation
   - I was offered financial assistance
   - This University offers special educational programs